

2019 Community Engagement Conference

Partnering for a Resilient and Sustainable Future



Cultivating Community Relationships through Project-Based Learning

- **Presenters: Nate Jackson** – assistant professor of philosophy, Capital University
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THE OHIO STATE UNIVERSITY

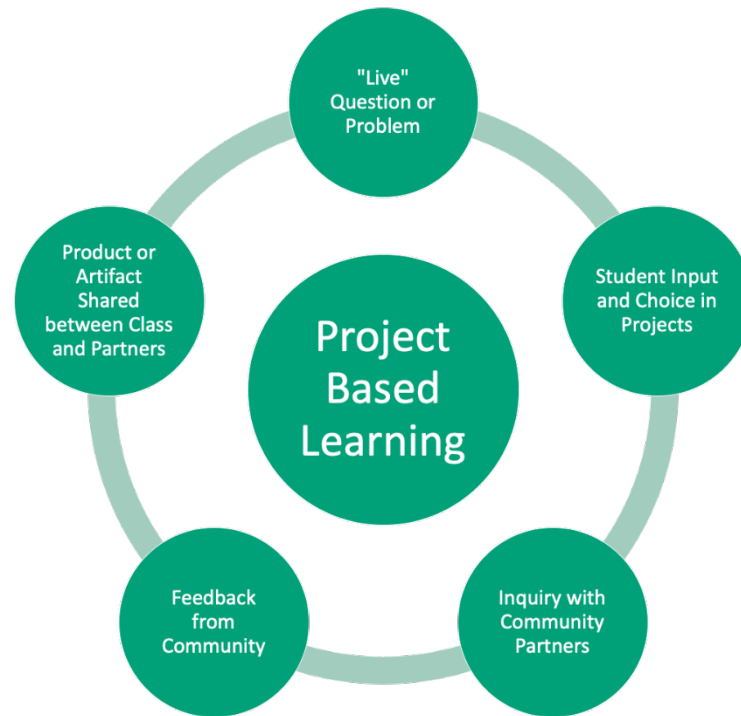
Cultivating Community Relationships Through Project- Based Learning

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Benefits of Project Based Learning (PBL)

- PBL offers opportunities to apply knowledge and engage in problem-solving activity
- Students navigate both having authority over their research and products, and the interests of the community partner
- Community engagement provides opportunities to exercise different conceptual frameworks & to experience the possibility of creating change

Elements of Project Based Learning



Project Set Up

- **Project Statements** - Professors meet with community partners before the semester begins. We compose a brief statement outlining general goals of the project and a description of the organization's work
 - Students receive project statements in first week of class
- **Community Partner Day** - Representatives come to class and offer an overview of their mission, work, and populations. This moment allows students to ask questions and develop some familiarity with possible partners.
- **“Bridges Out of Poverty”** - Rev. Sally Padgett offers a presentation on living in poverty and an overview of some the issues facing residents of Columbus' Near East neighborhood.

Importance of Student Autonomy/Voice: Student Selection Sheets

UC 410/SOC 360 Project Selection Sheet

The following information will be used in the formation of teams for your project. Place an X on the scale to indicate your level of interest in each project. Rank all of them. If there are ties, that's fine. We will try to assign you to one of your top 3 choices, but we ask for your flexibility and awareness of constraints. Please bring this form to class on September 6th. We will notify you of your assignment shortly thereafter.

Name	Major
	0 50 100
Alvis	10
Central Community House	10
Community Development for All People	10
First English Lutheran Church -SV	10
First English Lutheran Church -Housing	10
American Foundation Suicide Prevention	10
United Columbus	10

Personal Info - List:

1. Complete the attached schedule sheet. This information will help form teams that can meet.
2. Any particular skills, experiences or the like that might be relevant to your top choice(s).
3. Do you have access to personal transportation?
4. Is there any student you cannot work with?
5. Other comments that you think will be helpful in forming project groups?

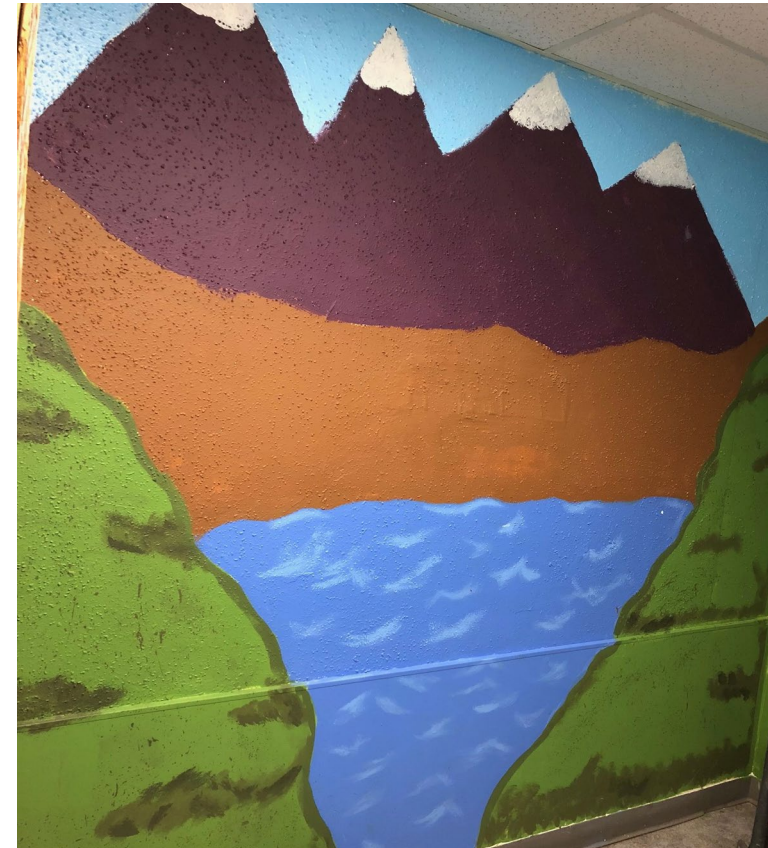
Project Process

- Students work with partners to flesh out project
- Artifacts are co-defined by community partners/students
- Artifacts depend on community partner need and can vary greatly

Group 1: Alvis House Re-Entry Project

- **Project Statement:** Alvis performs a number of services including criminal justice re-entry programs, workforce development, and working with adults with developmental disabilities. Part of this work demands a welcoming and beautiful space. Focusing on re-entry programs, Alvis's downtown YMCA facility is looking to use art and art therapy to change the environment for its residents. Here, you'll work with Alvis staff, and compose a series of paintings or a mural for the facility.
- **Artifact:** Mural

Alvis House Mural Painting



Group 2: Central Community House (CCH)

- **Project Statement:**

- #1 Central Community House is looking to catalogue and present "Success Stories" of clients. These stories might take a variety of forms (written, audio-visual, etc...), but they would provide a tangible and effective sense of the impact that CCH has on the community. Working with our partners and members of the community, you will develop a collection of these stories.
- #2 Central Community House is also looking to understand its impact and programming for self-assessment. By collecting survey data, CCH would be in an improved position to appreciate the impact of their work. In this project, you'll work on a plan to gather community feedback, which may include administering surveys or leading focus groups.

Artifact:

Planning and implementing annual Trick or Trunk event.

Video of services for neighbors and potential donors.

Group 3: Community Development for All People (C4AP)

- **Project Statement:** C4AP serves a wide range of people through multiple programs, such as the Healthy Eating and Living (H.E.A.L.) program. Their efforts are varied, and questions arise as to who is using their programs, and how they may be benefitting. Are people using multiple services? Some, but not others? What are the patterns? In this project, you'll get to know community members to help assess where programs and users intersect. By spending time in the community, you'll cultivate relationships and converse (and possibly survey) community members to find out which programs people use and why.
- **Artifact:** Surveys given/to be given to participants at C4AP's Fresh Market.

Group 4: First English Lutheran Church (Social Venture)

- **Project Statement:** First English Lutheran Church (FELC) partners with many other faith-based organizations to facilitate their programs on the Near East Side. FELC is in the midst of launching a social venture, a business with a socially minded mission. You'll research potential customer bases, refine product ideas, and aid the process of starting a business in the Near East community. The idea is to have a "Blue Apron"-like service that employs young adults and youth in the community, and serves a variety of customers from the local neighborhood.
- **Artifacts:**
 - Market research on meal kits
 - Cookie tasting event and survey
 - (This project will be continued Spring 2019 by Capital Bonners students)

Group 5: First English Lutheran Church (Housing)

- **Project Statement:** Beyond the social venture, FELC is involved in tracking housing availability and statistics in the community. Here, you'll survey the neighborhood, tracking vacant property, property sales and valuation, as well as rental prices. The neighborhood is in the midst of rapid change, with expensive houses and vacant lots in close proximity. This information will help FELC to better understand the changes that are occurring in the neighborhood, so that they can better know their community and target programs accordingly.
- **Artifact:** Housing Inventory with vacancies, houses in the land bank, houses being remodeled.
- (This project will be continued Spring 2019 by UC 410 Ethics students)

Group 6: American Foundation for Suicide Prevention (AFSP)

- **Project Statement:**
- The American Foundation for Suicide Prevention works to provide outreach and education programs for suicide prevention. They also fund research and offer resources for people affected by loss. These educational programs include facilitating conversations on college campuses. Further, fundraisers include walks to fight suicide. In this project, You'll research social determinants of mental health and work with community members to organize and promote a Talk Saves Lives educational session.
- **Artifacts:**
 - Survey of Capital students regarding perceptions of suicide
 - Talk Saves Lives event
 - (This project resulted in a student internship with the community partner.)

Group 7: United Columbus & Tuskegee Airmen

- **Project Statement:** Across from the Driving Park branch of the Columbus library, there's an empty lot. That space is a centerpiece of United Columbus' plans. In this project, you'll work with the community partner to facilitate turning that lot into a public space. This space should tie to the neighborhood's history with the Tuskegee Airmen, and one of the current ideas is to have a memorial garden. This project can involve designing a space, researching city land policies, and working through the stages the setting up a non-profit
- **Artifacts:**
 - Garden Landscaping Plan
 - Historical Research on Tuskegee Airmen for Memorial Plaques
 - (This project will be continued in Spring 2019 by UC 410 Ethics students and Soc/Crim Society students.)

Critical Reflections – Community Partner Survey

A critical component of community engaged learning is obtaining community partner feedback (Swearer Institute):

Key Questions:

- Overall did the project provide benefits to your organization and /or your community? Yes_____ No_____
- Please explain your answer:_____.
- How much do you think students benefited from the project?
 - a. A great deal
 - b. A lot
 - c. A moderate mount
 - d. A little
 - e. None at all
 - f. Don't know
- What things could be done to improve the project? (Feel free to think broadly in term of project goal implementation, timelines, etc.)
- Do you have community or organization needs that could be addressed in a future project involving students? If so, please describe the nature of the project.
- Do you have any additional feedback for us?

IDEA Feedback

- "Since Ethics is a very head strong class the way he sets it up with the outside project is really helpful for understanding the topics that we are talking about."
- "Dr. Jackson really promoted actually learning about the ethical issues and applying them to our own personal lives."
- "Although this class forced me to spend a lot of time outside of class to complete assignments, I learned a lot and it made me think about life in a different way."
- "We were able to see social issues faced by members of communities firsthand."

PBL and Interdisciplinarity

- Project based learning/community engaged projects can work well across disciplines
- Professors work in teams to coordinate:
 - Course organization
 - Community partner communication
 - Supervision of work
- Provides a student team that is more diverse, thus bringing more assets to the project
- Enriches students/professors experiences
- Lessons learned --Importance of joint meetings for students throughout the semester

UC 410 Ethics, Prompt:

- Nussbaum challenges us to look at various ways in which people can accomplish or achieve a dignified life, and from there outlines capacities needed for a flourishing life.
- Have you found that working in the community (in this class or in other experiences) has demonstrated the importance of any particular capacities in a well-lived life? How so? What capacities have you found yourself exercising/building?

SOC 360 Social Problems, Prompt:

- Reflect on your progress with your community partner project.
 - Do you feel – excited, nervous, frustrated, satisfied, or some combination of these? What is the reason for your response? What insights have you gained about the organization?
 - What assets does the organization bring to the community? Who are the people/groups that are involved? What are the social institutions that are involved? What broader social issue/issues are involved?
 - How can you link your project to insights on Work and the Economy (or elsewhere) in Eitzen, Zinn and Smith (2014)? Be sure to use appropriate citing in your response.
- [Question Adapted in part from Service Learning Source: Watkins, Marie and Linda Braun. 2005. Service-Learning: From Classroom to Community to Career. Saint Paul, MN: JIST Publishing.]

Continuing Partnerships

- First English Lutheran Church
 - Social Venture – Bonners students to continue
 - Housing Project– UC 410 students to continue
- American Foundation for Suicide Prevention
 - UC 410 students to continue working with partner
 - A psychology student will be interning in spring 2019
- United Columbus/Tuskegee Airmen
 - UC 410 students and members of Soc/Crim society to continue landscaping implementation